

These works of literature have many characters who follow similar arcs in their development. The characters' developments can be traced from beginning to middle to end in their respective works. Your task is to write a fairly BRIEF literary analysis essay where you trace the similar development of two characters, one from the play *The Crucible* and one from *The Scarlet Letter*. Which characters do you see as similar in their actions and thoughts? Who to choose? John Proctor and Rev. Dimmesdale? Abigail Williams and Roger Chillingworth? John Proctor and Hester Prynne? Judge Danforth and Roger Chillingworth? Rev. Hale and Hester Prynne? And remember, before you choose, you must be able to find evidence from the texts to support your claims.

You must begin with your characters' introductions to the reader near the beginning of the works and take us through the works' ends with the final points Hawthorne and Miller make about those characters' developments.

For the purposes of this assignment, you are writing an essay that includes a direct **introduction** that includes a brief appeal to the reader to arouse interest, background information that is relevant to your thesis, and the thesis statement. You must include the title of the works and the names of the authors, as well.

Your essay will have **at least three body paragraphs** that support your thesis statement. Good literary analysis essays contain an explanation of your ideas and evidence from the text that supports those ideas. Textual evidence includes: summary, paraphrase, specific details, and direct quotations. All evidence must relate directly back to the thesis statement. Also, each example of evidence must include an MLA citation which uses parenthetical notation.

The conclusion should provide a sense of completeness and allow the readers to see you have finished. It might restate your thesis in different words, summarize the main points, or make a relevant comment about the novel. It should not introduce any new topics.

You will create a Google Doc in our Period 8 folder, then the subfolder "TSL & TC Literary Analysis Essay."

50	<p>Ideas: Central ideas are focused, clear, complex, and well-supported with concrete details. The student uses commentary to analyze specific concrete details leading to scholarly and unique analysis of the text as a whole. This essay displays original thought and high-level analysis skills.</p> <p>Organization: Order compels, enhances, and moves ideas forward; employs topic sentences, body, and closing sentences. Paragraphs are well developed.</p> <p>Voice: Writing is compelling, engaging; aware of audience.</p> <p>Word Choice: Words are precise, interesting, engaging, powerful.</p> <p>Sentence Fluency: Ideas flow smoothly; transitions are employed to connect ideas; writing is fluid, graceful.</p> <p>Grammar/Mechanics/Style: Observes and uses standard conventions; few errors.</p>
46	<p>Ideas: Central ideas are focused and clear. Arguments are well supported by concrete details, and commentary clearly supports the thesis. Further analysis would add complexity to this well-developed argument.</p> <p>Organization: Order is logical and clear; employs topic sentences, body, and closing sentences. Paragraphs are well-developed.</p> <p>Voice: Presents information in a knowledgeable voice.</p> <p>Sentence Fluency: Ideas flow smoothly; some transitions are employed to connect ideas.</p> <p>Word Choice: Words are less precise than upper level papers, but are still engaging and interesting.</p> <p>Grammar/Mechanics/Style: Contains few errors in conventions.</p>
42	<p>Ideas: Ideas are somewhat focused but need more complexity, development, or precision. Some concrete details are used, but the writer could better utilize commentary to convey the significance of those details.</p> <p>Organization: Order moves reader through with little confusion.</p> <p>Voice: Writing seems sincere but not engaged; it's plain.</p> <p>Word Choice: Student attempts to use some precise words; others could be replaced with more powerful language.</p> <p>Sentence Fluency: Writing moves along but feels more business-like.</p> <p>Grammar/Mechanics/Style: Reasonable control of conventions; some distracting errors.</p>
37	<p>Ideas: The essay has a focus, but ideas are not supported with concrete details or commentary linking concrete details to thesis is absent. The essay might lose its focus on its argument at times.</p> <p>Organization: Some paragraph structure is present, but it does not aid in guiding the reader through the central ideas.</p> <p>Voice: Writer is indifferent, distanced from topic/ audience.</p> <p>Word Choice: Words are simple but appropriate.</p> <p>Sentence Fluency: Writing flows well in some places and is disconnected in others; employ more transitions.</p> <p>Grammar/Mechanics/Style: Errors sometimes distract the reader.</p>
34	<p>Ideas: Text lacks clear idea, purpose, and details or contains errors that suggest a lack of comprehension of the text.</p> <p>Organization: Order is missing or random; no identifiable structure.</p> <p>Voice: Writer conveys disinterest in topic.</p> <p>Word Choice: Words are simple or vague; limited in scope. Sometimes word choice is inaccurate.</p> <p>Sentence Fluency: Writing lacks flow; it is difficult to read and disjointed.</p> <p>Grammar/Mechanics/Style: Errors distract the reader and make reading difficult throughout.</p>

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The student did not complete the assignment or wrote too little to assess.